

Republic of Malawi



Ministry of Health

5S FACILITATOR'S MANUAL
FOR INTERNAL TRAINER
OF
5S-KAIZEN-TQM ACTIVITIES

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I. Who is a Facilitator

1. What is Facilitation?

In the training courses, **Facilitation** is guiding the participants to understand the contents in the training. Good facilitation implies that participants can acquire the target skills as practical knowledge through discussion with facilitators.

The facilitation shall not be one-sided lecture, it shall be interactive. In the exercise sessions, the facilitation shall not be designed to teach answers of issues directly, it shall, instead, give the participants hints to solve them.

2. Who is a Facilitator?

A Facilitator is someone who helps the participants to understand target objectives of the training and assists them to formulate Action Plan.

Adult Education is one of the useful training methods for facilitators. The facilitators for 5S-KAZIEN-TQM shall be experts for 5S and coaching to attempt to draw on the existing knowledge of the participants. Training facilitators support that participants learn their 5S skills and knowledge through their existing knowledge and experiences. The role of a facilitator in the training includes that of the trainer who will take a leading role and to transfer knowledge or skills to be acquired according to designated agenda.

Some of the facilitators shall work as course coordinators of the training course.

3. Skills of a Facilitator

The basic skills of facilitators are as follows: to conduct good practices at each session in the training course.

“Time management”

The facilitators shall plan time so that duration of each lecture can be the same in several trainings. It means that the facilitators are required to understand, for example, how many minutes are needed for one slide in the presentation.

The facilitators shall also manage the time for group practice so it can be completed in time. The facilitators shall recognize required time for each group practice and allocate the appropriate time for the group practice.

“Talking by clear message about agenda”

Beginning of the training course, all participants should know the objectives of the course from the facilitators. The facilitators also have to inform the purpose of each session clearly at the beginning of the session.

“Listening skill of participants’ voices”

In the group practice, the facilitators shall listen to the participants’ ideas before asking and the facilitators shall also listen to understand the points of the discussion and summarize the points if necessary.

“Knowledge to answer the question definitely”

To answer the questions from the participants, the facilitators shall not know only the contents of the training but also the related knowledge of 5S-KAIZEN-TQM.

“Creating group dynamics”

A successful facilitator induces participants’ questions and awareness of current conditions as well as their creativity.

The group dynamics means the atmosphere to proceed to group work without troubles. The dynamics will be created by the active participation and adequate support by the facilitators. Intervention by the facilitators is not necessary when group work is proceeding properly toward to achieve the aim of the agenda. The

facilitator will support to correct the rudder for the group by asking in the discussion such as the relationships between topics or problems and the main points of the discussion.

“Ability of ice and stack breaking”

The participants are nervous in the beginning of the course. The facilitators will help to reduce their tension utilizing ice breaking games, such as self-introduction, physical exercises and so on.

The facilitators shall help the participants when someone keeps verbally attacking others, shuffles papers, sleeps, and keeps silent and so on.

The facilitators invite the person who might be feeling uncomfortable by asking politely but firmly what is going on. The facilitators shall find out the cause of being uncomfortable to rebuild the group dynamics.

“Balance of intervention”

Even though the discussion is not active among the participants, the facilitators should not give a direct answer for proceeding of the discussion. The facilitators shall listen to their voice and put some hints for the discussion.

The facilitators shall take intervention when any troubles occur during the discussions.

“Equity to participants”

The facilitators shall stand on neutral position in the course and have to take care of the participants under the equal condition as possible. The ideas and comments from participants shall be sorted out without prejudice and considering their official titles.

II. How to teach 5S activities

1. Preparation

For smooth implementation for the facilitation, the facilitators shall understand the contents of “Operational Framework for 5S-KAIZEN-TQM Approach under Quality Assurance Policy” and “5S Basic Manual” before the training course to provide necessary materials for the facilitation.

It is recommendable to provide flash cards for each lecture to remind the topic and contents of the previous sessions in the training. The presentation shall not be done only by the slide of “Power Points” but also by the flip chart or cards. The facilitators shall provide the materials which are appropriate for the course.

2. Facilitation for 5S

Since the core activities of 5S are physical environment improvement, visualization of the activities and tools are effective for clear understanding. Photos and drawings are useful for the explanation and demonstration of 5S activities such as segregation, finding necessary files, cleaning, labeling, preventive maintenance, traffic line and so on. They are also tools for imaging what 5S activities are by the participants in the beginning.

The facilitators should talk his / her own experience of 5S-KAIZEN activities in their facilities even though the facilitator has the materials based on the 5S Manuals and the references of 5S. The facilitators himself or herself shall be a good practitioner of 5S-KAIZEN.

3. Introduction

The 5S principles are described in “5S Basic Manual” descriptively. All the participants shall understand meaning of Sort, Set, Shine, Standardize and Sustain. The facilitators of the training has to understand deeply to answer the questions from participants. All the information that facilitators should know is mentioned on the following paragraph.

4. Sort (Sankhulani, Seiri)

Although the facilitators can explain the definition of Sort based on the Operational Framework for 5S-KAIZEN-TQM Approach Under Quality Assurance Policy and 5S Basic Manual, there are some points needed to be addressed in the lecture to promote participants' comprehension.

(1) Segregation of items

Sort is an activity to categorize all items into three groups, necessary items, unnecessary items and uncertain items. Unnecessary items also segregated into damaged items garbage or functioning items which are not used in the work venue (non-use item).

According to Recycle, Reuse and Reduce Principle, non-use items shall be collected and distributed to proper departments utilizing the items.

Uncertain items will be kept for three months at the storage of the department. If uncertain items have not been utilized within three months, the items must be categorized as unnecessary items. However, if there are items which cannot be replaced by the regulation even though they have not used more than three months. They shall be categorized as necessary item.

(2) Why Sort is done first?

Some hospital staff like to start from Set although Sort has not been done yet. Sort shall be an entry point of 5S. If Sort is not done, the staff has to set unnecessary items as well. It will take unnecessary time for Set even if Set has been done perfectly. Sort, thus, has to be done prior to Set.

In teaching on Sort, it is also useful to explain Lean Thinking which is described on the guideline. In the work venue, only necessary items shall be kept.

(3) Tool of Sort

The tool of Sort is Red Tag which is a useful item to identify the status of items in sorting into categories. If the staff can discard unnecessary items immediately, Red Tag is not necessary to put on these items. Red Tag is an effective tool when the item cannot remove easily or has to be kept in the storage. Red Tag is useful to avoid misuse of items which are not working well.

5. Set (Sanjani, Seiton)

In the point of its explanation, it is better to provide the example photo of tools for Set. It is difficult to image what Set is even if the facilitators explain the definition of procedures of Set. Most of 5S tools are utilized for set in order.

(1) Set shall be “Easy to work”

Even though the files are labeled and kept in orderliness, the work might not been done easily. Sometime, tools for Set are utilized only for decoration. The main purpose of 5S is “Work Environment Improvement” which includes cleanness of the venue and readiness for work. Tools for Set shall be effective for working easily, finding file quickly, identifying the level of stock easily, describing the information to target stakeholders properly, noticing the cautions practically and so on.

(2) Step by Step

Even though mentioned above, Set shall be progressive activities. In the initial stage, "Work Improvement Team (WIT) can label hand written labels. Quality Improvement Support Team (QIST) has to encourage their work. In next step, labels will be replaced with typed seals and then the font of the labels shall be also standardized. QIST cannot ask WIT to use the standardized labels in the beginning because it will weaken creativity of the member of WIT. The staff shall be motivated through 5S activities especially set in order.

6. Shine(Salalitsani, Seisou)

Some people think that Shine is the work for cleaning staff. However, Shine in 5S shall be participative activities in the work venue. All staff has to clean around their working space (desks) in beginning of their working hour every day. 15 minutes would be enough if self-shining is done daily.

(1) Involvement of Outsourcing Staff

In most hospitals, the cleaning activities are outsourced by contract. The outsourced staff shall also involve in 5S activities. Shine is the chance to involve them into WIT. The cleaning staff understands the conditions of working venue because they are looking around working place every day. It is effective to utilize the ideas from cleaning staff.

(2) Preventive Maintenance

Throughout the daily cleaning activities, the staff is able to find the damage or equipment, furniture and facilities with problems. Shine is also a part of preventive maintenance.

7. Standardize (Samalitsani, Seiketsu)

It is enough in the internal training course that the facilitators explain Standardize based on 5S Practical Guideline and 5S Basic Manual. The main actor for Standardize is QIST. Based on the experience of 5S activities in the pilot areas, QIST proceeds to Standardize in the following contents,

- Safety Signs
- Color Coding
- Waste Management
- Zoning style
- Symbols
- Style and Font of Labels
- Design of Direction Board
- Rule of Signboards and Notice Board

Even if the some contents are standardized by QIST, implementation of Standardize has to be proceeded by WIT.

It is better to refer the national standards or international standards if available. In the process of Standardize, QIST has to consider not to discourage WIT. The standardized procedures or marks shall be decided through the consensus among the staff.

8. Sustain (Sungitsani, Shitsuke)

Sustain is also the duty of QIST. The facilitators explain the meaning of Sustain based on 5S Practical Guideline and 5S Basic Manual. To maintain the 5S activities, continuous brush-up activities and stimulating motivation activities are necessary. The fuel for drive of 5S activities is high motivation of the staff. It is difficult, though, to continue the same activities for most of the people if there is no intervention.

For example of the intervention as follows

- 5S Award of the Department
- 5S Song
- 5S Dance

III. Background information for learning 5S

1. The Core Concepts of 5S

Though the aim of 5S is “Work Environment Improvement”, some people think that 5S activities increase the burden of work. Although some efforts are necessary at the initial stage of 5S, the achievement of 5S can eventually lead to reduce unnecessary burden in the work place. As a result of 5S, the work place can be comfortable compared to the condition in the past.

The core concept of 5S is improvement of “Professional Satisfaction” of employees. It means that each staff is able to work under maximum utilization of his / her professional career, knowledge and skills. It also includes the improvement of management Mind-set because the management is important especially for professional work done by the team which is consisted of members who have different specialties.

2. Why Stepwise Approach is Necessary?

In 5S-KAIZEN-TQM approach, 5S is defined as the entry point of Total Quality Management and the approach proceeds step by step. One might think, “Why KAIZEN is not done first?” Generally, continuous quality improvement by participatory and bottom up style is not familiar among health workers in Malawi. In a facility which is managed under top down order system, sensitivity towards problems among the staff is weak. If KAIZEN is installed first in this type of the facility, it might be difficult for the staff to identify or recognize problems. Or the staff might think that those are someone else’s problems not their own. It means that KAIZEN can be failed to be implemented. Compared to KAIZEN, 5S is easier for the staff to start with because it can identify the progress and effectiveness easily. In particular, achievement of 5S is visualized physically by taking photo. On the other hand, KAIZEN process takes certain time (about six months) to solve or improve one problem and the achievement of KAIZEN is difficult to be visualized because their target is work process. Therefore, the approach recommends installing 5S first. As 5S continues, the staff can change their Mind-set, attitude and behavior from negative and passive to positive and active. The staff can also have more sensitivity

towards problems.

Moreover, both 5S and KAIZEN are activities to be practiced by a team and participation of all the staff and team. The team will be built and strengthened by 5S and they can help to proceed to KAIZEN activities successfully as well. KAIZEN can be failed to be implemented if the staff has not changed positively and enhanced the sensitivity. 5S should be, thus, implemented first in the approach.

3. 5S under Quality Assurance Programs

The facilitators shall understand the relationship between 5S-KAIEN-TQM and the other Quality Assurance Programs (QAPs). The details of the relationship are described on 5S Practical Guideline. It is recommended that the facilitators explain at least the followings

- MOH considers the integration of several QAPs.
- 5S is the platform of the other QAPs.
- There is no conflict between 5S and the other QAPs.

4. Quality and Safety

Although the main objective of 5S is the improvement of work environment, the facilitators shall understand the definition of quality and safety in health care. The improvement of quality and safety is the core objective of KAIZEN. However it is necessary to consider quality and safety in 5S practices.

Quality and Safety of Healthcare ~ Level & Distribution ~

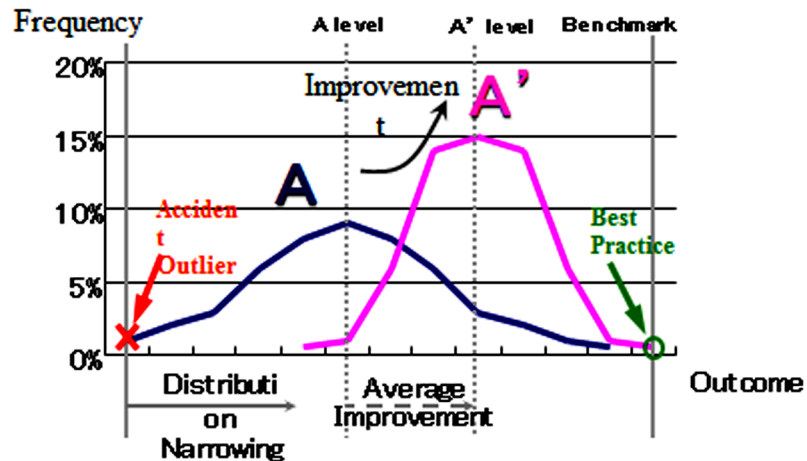


Diagram 3-1: Relationship between quality and safety of healthcare

Quality and safety is two sides of the same coin. Breaking points of safety is bad outlier of quality. The above diagram is a histogram that shows that the relationship between frequency of quality activities and their outcome. Vertical axis indicates the frequency of distribution of service and the horizontal axis represents the level of quality. It illustrates that improvement of quality is not developed in the best practice. To narrow the width of outcome of quality leads to improve overall quality. It means narrowing distribution of outputs and shifting to higher score in average for the outputs. To improve overall quality of service in a facility, it aims to shift the delivering service from the A line to the A' line.

5. Positive Mind-set

5S practice shall be done with smile of the staff. It means the staff has to have positive Mind-set. The Mind-set will change their attitude and also the attitude will influence their behavior. To keep good behavior is necessary to create positive attitude and also to change the Mind-set positively.

The attitude influences your behavior

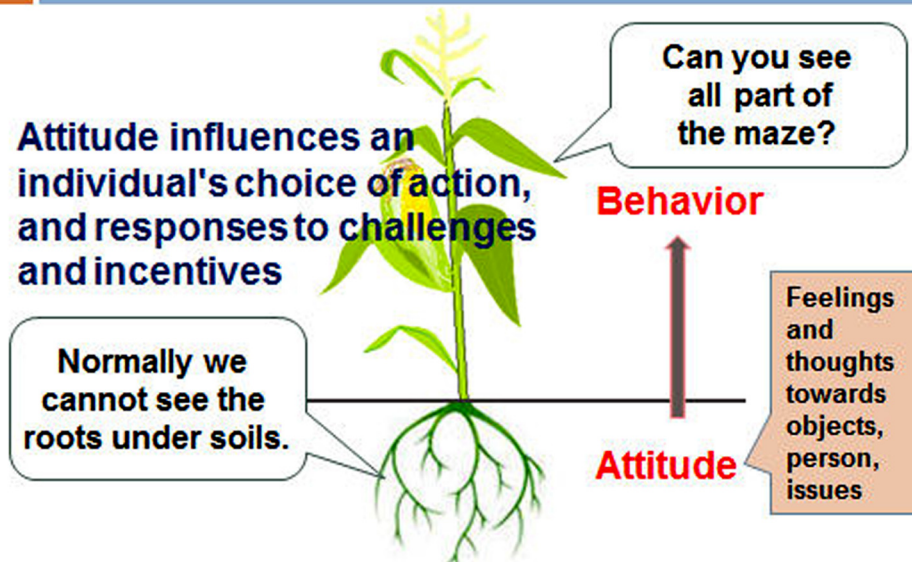


Diagram 3-2: Influence of attitude towards one's behavior

5S incubates the positive Mind-set of all stakeholders through the change of work venue drastically. The facilitators shall stress that 5S is not reinforced by top management team and 5S practice shall be done by motivated staff with their creativity.

It is also called "Can do attitude". If the staff thinks that they cannot do it, it cannot be done. If the staff thinks that they can do it, it may be done and might be successful.

6. Implementing Structure and Role of QIST

Implementation structure of 5S in national, zonal and district level as well as the structure in hospitals are described in "5S Basic Manual" clearly. In the training course, the facilitators explain the role of QIST and WIT practically as follows.

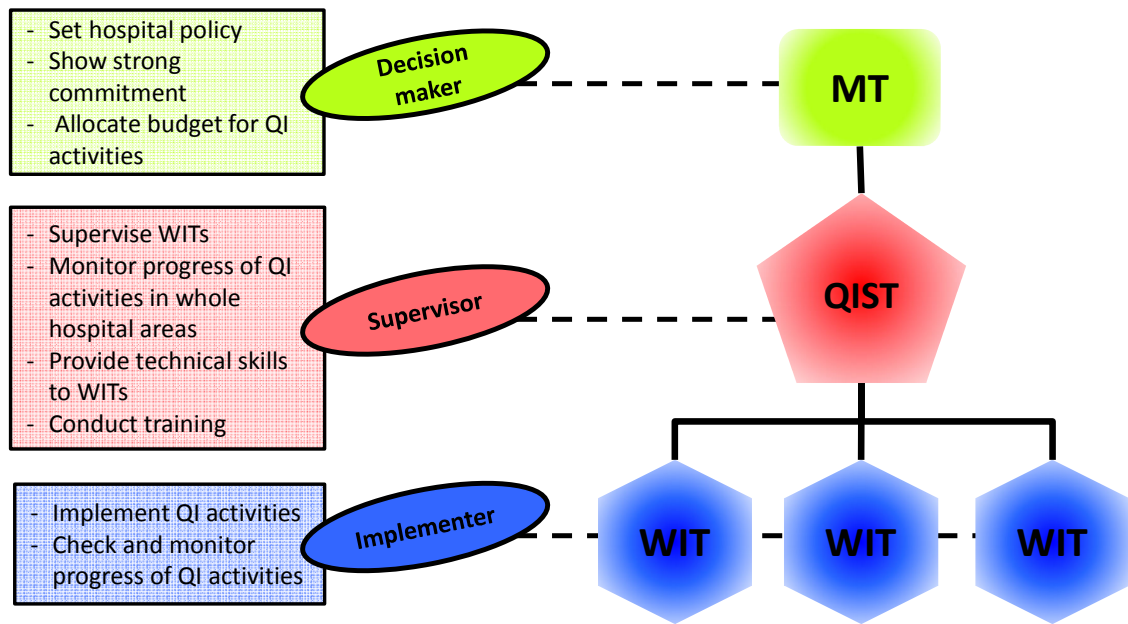


Diagram 3-3: Organization structure for 5S implementation

The main roles of QIST for 5S are followings.

- Learn the 5S method
- Develop Action Plan for 5S installation and dissemination
- Explain the effectiveness of 5S to the staff
- Train the staff
- Demonstrate 5S activities
- Monitor the progress of 5S activities
- Support WIT
- Encourage the staff for 5S
- Inform the progress of 5S to top management
- Communicate with other QIST from other facilities / organizations

Some staff might consider that 5S is done by the QIST. Basically, QIST is not a practitioner of 5S and 5S shall be implemented by all staff in the facility. Even though each staff has their own roles in the hospital, all the staff has to be responsible to promote 5S in the hospital.

WIT is a unit to practice 5S in its work venue and QIST shall support WIT technically. During initial stage in pilot areas, WIT is an informal team but it will be authorized by the management team when 5S will be disseminated in the whole hospital.

Some staff might also consider that 5S is the work for WIT and the other staff is not necessary to work for it. Initially, WIT has responsibility to promote 5S in their work venues, however, the work venue shall be maintained by all the staff because the owner of the venue is the staff themselves. All the staff, therefore, shall support 5S activities as possible to promote 5S activities.

7. PDCA Cycle

Installing 5S-KAZEN-TQM is changing the organization from normal to vital. “Strategic management” is necessary for the change. The facilitators shall know the strategic management but it is not necessary to be explained in the training course except PDCA cycle. PDCA cycle is one of the cores in KAIZEN mind and it is useful to proceed to 5S activities. The facilitators shall explain; “Plan” first, “Check” after “Do”, “Act” for standardization and then “Plan”.

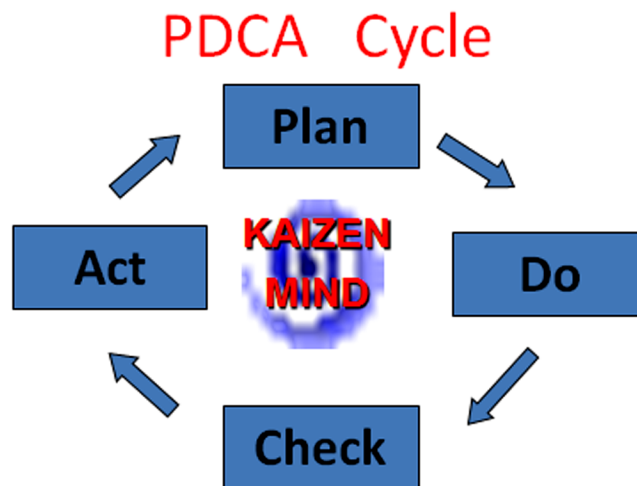


Diagram 3-4: PDCA Cycle

8. Team Building

5S is team actions. All activities shall be considered in WIT. In the training course, the facilitators shall explain what a team is.

(1) Definition

Though there are several definitions of team, the definition of a team for the approach shall be explained in the training course.

- The group working together

- The members sharing goals
- The members sharing role and responsibility

Definition of a Team for 5S-KAIZEN-TQM

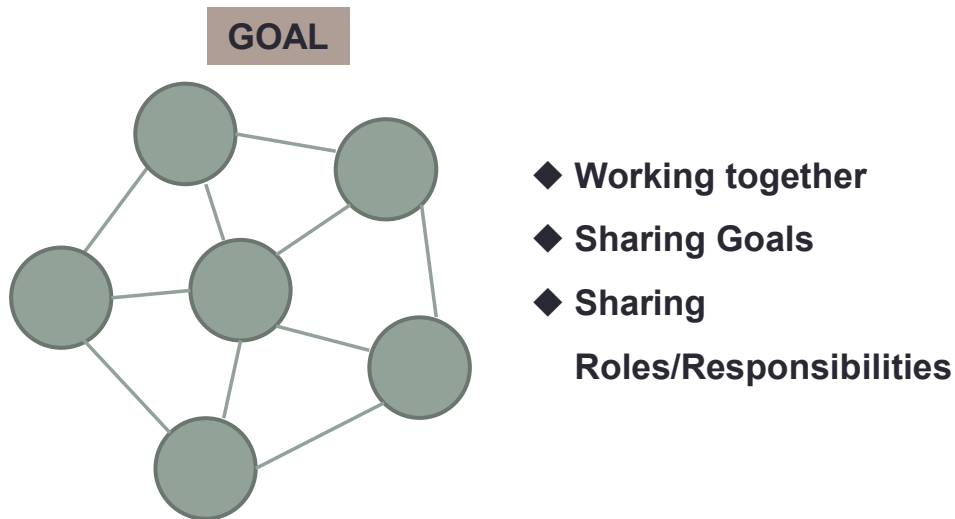


Diagram 3-5: Definition of a team for 5S-KAIZEN-TQM

For the explanation a team, it is also useful to compare the term team and “Group”. Generally the definition of “Group” does not include “Sharing goal”.

(2) Benefits

Benefits of Team are as follows

- Sharing knowledge, skills and experiences of the members
- Reducing burden for each member
- Tackling issues in synergistic manner
- Receiving support timely and properly
- Enhancing confidence

It is also useful to explain “TEAM”

T: Together

E: Everyone

A: Achieves

M: More

The point of explanation is the difference between working in team and “Working Alone”. Additionally, the team makes smiles more and tears least.

(3) Highly Motivated Team

To promote 5S activities, WIT should be a highly motivated team, but should not be a normal team. The definition of a highly motivated team is as follows

- Self-identification of the member as a part of the team
- Constant communication among the member
- The member share the outcomes among team activities
- The member trust each other

What is a highly motivated Team?

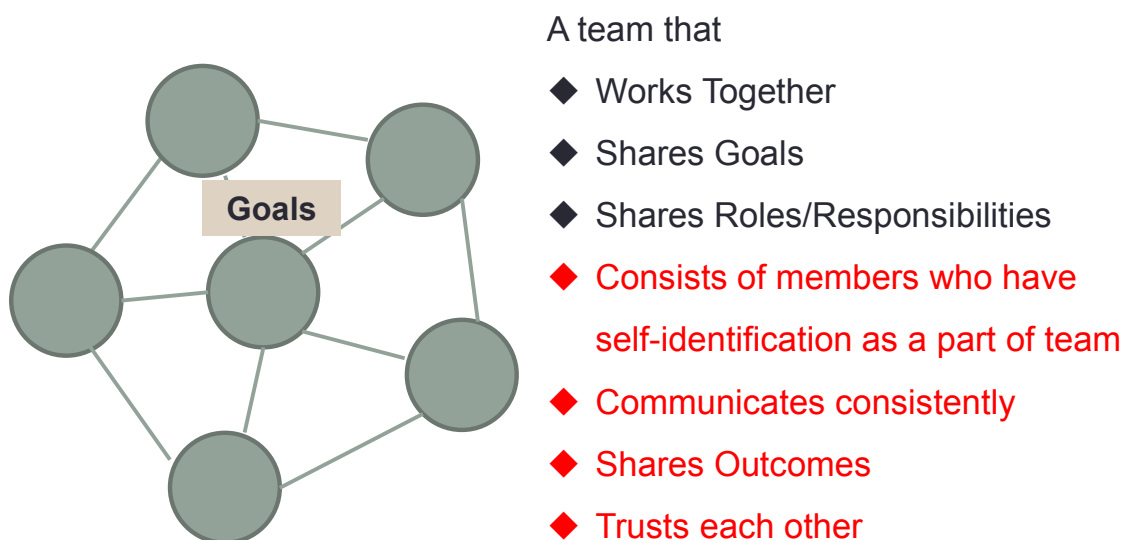


Diagram 3-6: Definition of a highly motivated team

To build a highly motivated team, it is necessary to provide an opportunity to recognize the team member and to formulate good leadership and followership. In the team management, the followership of the members is important as well as the leadership of the leader.

9. Supportive Supervision

Steps of supportive supervision are described in 5S Basic Manual and 5S Practical Guideline. In the training course, the facilitators explain supportive supervision according to the basic manual and stresses the difference of Monitoring and

Evaluation.

Monitoring

- Generally means to be aware of the state of a system
- Observing and taking note to ensure that it is done

Evaluation

- Systematic determination of merit, worth, and significance of something or someone using criteria against a set of standards
- Measure achievement against target

Internal supportive supervision plays one of the most important roles of QIST. The tool which is used in internal supportive supervision is M & E check sheets. The facilitators, therefore, have to support the participants to understand how to use them.

IV. How to promote 5S activities in health facilities

1. Hospital round

The facilitators are selected from the member of QIST. As the duty of QIST, the facilitator shall follow up the participants after the training. The hospital round is one of the effective methods to review the practice of the participants at the work place. The facilitators go around the work place of the participants without announcement in advance, observes the work environment and asks how to utilize the knowledge or skills in their workplace from the training.

2. Encouragement

The facilitators should not punish the staff even if they did not follow the learning in the training course. At first, the facilitators shall encourage the staff to promote 5S activities. It is better to find the good practice and praise them. After the encouragement of the staff, the facilitators will talk with the staff to deal with their challenges.

3. Problem solving

In the hospital round, the facilitators shall point out issues which should be improved by 5S if any. However it is not preferable to give correct answers directly. It is better to ask that “how do you feel this (with pointing out the issue)?” and then ask again “How can you do for it?” The staff shall consider how to solve the problem with the other staff along with the facilitators. It is also a learning process for the staff how to discuss issues in the team.

4. Supportive supervision

For the facilitators, the concept of hospital round is just like that of supportive supervision without the monitoring check sheet and action plan

V. Design of Training course

1. Objective Setting

Some facilitators have to design training course for 5S as a course coordinator. Setting objective is one of the crucial issues for successful trainings. For the sensitization, the main objective of the training is that the participants understand 5S activities. For the practice of 5S, the main objective of the training is that participants are able to begin 5S activities properly.

Before conducting training, the training course has to be approved by management team as official work in the facility,

2. Participants / Facilitators

The participants shall be chosen depending upon the contents of the training. The prioritized participants shall be the member of QIST and WIT in the pilot area for new programs. The progress of 5S activities in each area, target of participants and contents of the training shall be considered. The number of participants is also important to conduct a training. In a lecture, the facilitators can manage many participants, it is very difficult, though, to manage more than ten people in a practical session by one facilitator.

The facilitator of each session shall be chosen based on the contents of the session. It is better to establish facilitators' team for the training and to share the session by the members and also to assign a course coordinator for smooth management of the whole training.

3. Schedule / Time Table

Two types of time table are necessary to coordinate the training courses. The first type of time table is Preparation Schedule. To conduct the training, there are many activities to be prepared in advance of the training. For example, the facilitator may send an invitation letter to each candidate of participants for the course. The facilitators' team has to know the deadline till when they have to get the answers for the attendance. All activities are described on the preparation schedule sheet.

Example of Preparation Schedule Check Sheet

Checklist for preparation progress of training

Activity		Month	OCT.				NOV.				Responsible person
		Week	1	2	3	4	1	2	3	4	
1	Information, teaching material										Mr. Phala
	Select participant										
	Letter to participants										
	Select facilitator										
	Letter to facilitators										
	Collect presentations										
	Make handouts										
2	Training venue										Ms. BAHUSI
	Select venue										
	Arrange lunch										
	Get quotation										
	Make estimation										
	Apply budget										

Activities, Time frame, Responsible person and the other necessary information.

Diagram 4-1: Example of preparation schedule check sheet

The second type is Time Table of the course. Based on the objectives of the training course, necessary contents to attain the objectives have to be identified and considered time allocation of the contents properly.

For 5S Basic Training, the following contents are necessary as minimum requirement.

- Pre-test / Post-test
- Objectives of 5S-KAIZEN-TQM Approach at health facilities in Malawi
- 5S Principles
- 5S Tools
- Role of QIST and WIT
- Implementation process of 5S
- Supportive Supervision (Lecture, Site Observation and Exercise)
- Action Plan development (Exercise)

After the design of time table, date and time of the training shall be considered. For an internal training, it is not necessary to arrange the training in one day because staff is will not have time especially in morning. For example, the training can be done from 3:00 PM to 4:00 PM from Tuesday to Friday.

4. Course Evaluation

To measure the effectiveness of the training, the evaluation mechanism shall be built in the course. Generally, Pre- and Post-test are utilized as well as questionnaires. It is recommended to use the same questions for Pre- and Post-test because it helps to identify the improvement of the knowledge among the participants.

5. Preparation

To conduct the training course, it is necessary to prepare the following items

- Invitation to candidate of participants
- Arrangement of facilitators
- Development of training materials
- Arrangement of training venue / observation of facilities
- Arrangement of refreshment / lunch
- Procurement of equipment / stationary for the training
- (Arrangement of transport / accommodation for facilitators / participants)

After the establishment of the facilitators' team, the role of preparation shall be shared in the team. Sharing the progress of the preparation and preparing schedule sheets and check list are useful not to forget things which have to be done.

Example of checklist

Checklist for preparation progress of training

Activity	OCT.				NOV.				Done		Responsible person
	Week 1	2	3	4	1	2	3	4	<input type="checkbox"/>	Date	
1 Information, teaching material											
Select participant										<input checked="" type="checkbox"/>	10/10
Letter to participants										<input checked="" type="checkbox"/>	18/10
Select facilitator										<input type="checkbox"/>	/
Letter to facilitators										<input type="checkbox"/>	/
Collect presentations										<input type="checkbox"/>	/
Make handouts										<input type="checkbox"/>	/
2 Training venue											
Select venue										<input checked="" type="checkbox"/>	3/10
Arrange lunch										<input checked="" type="checkbox"/>	7/10
Get quotation										<input checked="" type="checkbox"/>	9/10
Make estimation										<input type="checkbox"/>	/
Apply budget										<input type="checkbox"/>	/

Diagram 4-2: Example of checklist for preparation progress of training

6. Implementation Process

For the smooth implementation of the training, A master of the course shall be designated each day from the facilitators' team. The master of course opens the course a day, introduces the next session, manages the time, reconfirm the refreshment and lunch and close the course a day.

During the training, it is better to record the questions from the participants and answers from facilitators.

Daily feedback sessions by the participants are effective to confirm the level of understandings among the participants.

Involvement of the participants for activities in the training is also important. Only listening to the lectures could be boring for the participants. The facilitators shall consider how to conduct interactive sessions.

7. Follow up

The training is not completed yet at the end of the training course. The facilitator has to confirm the practice of the participants.

After the internal training, the facilitators visit the work venue of trainees and check the progress of 5S activities. The participants can get support for the activities if necessary.

After the zonal training, the facilitators shall confirm the progress of the 5S through supportive supervisions.



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